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| Exit Cards |  |

**What are they?**  
Exit cards are a quick assessment tool for teachers to help them become more aware of student understanding of concepts taught. Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day. They may be used at any grade level and every subject area.

How long does this exit card take to complete?  
Exit cards take about five minutes to complete and reveal important information about student understanding.

When should exit cards be used?  
Exit cards may be used as part of ongoing assessment and may be used in daily routines or lessons as a closure activity.

How do I choose appropriate questions?

The questions chosen by the teacher depend on what information or type of response is expected from students. The questions can be varied and target skill development through demonstrations, explanations, understanding, or a reflection of how students feel about their learning success or frustration. Opinions are often requested in exit cards to address personal feelings or perceptions. The questions should be short and only take a few minutes to write (and read) so they become a quick assessment check.

How do I use exit cards? Distribute a slip of paper or index card to each student. Students put their name on the card and wait for the teacher to pose the question(s). Students respond to the question(s) and turn in the card before they leave the classroom. It can be used as a pass or ticket out of the classroom.

What student expectations should be set?  
Students need to know what the exit cards are being used for. Let them know that you want to know how well they understand what is being taught or difficulties they may be having so you can plan to help them. There are no wrong answers but effort is expected. Student sharing of responses could be a model to build from. A mark could be assigned from time to time if effort becomes an issue (evaluation).

How will exit card information be useful?  
Teachers assess the responses on the exit cards in order to provide differentiated instruction to meet the diverse needs of learners in the classroom.

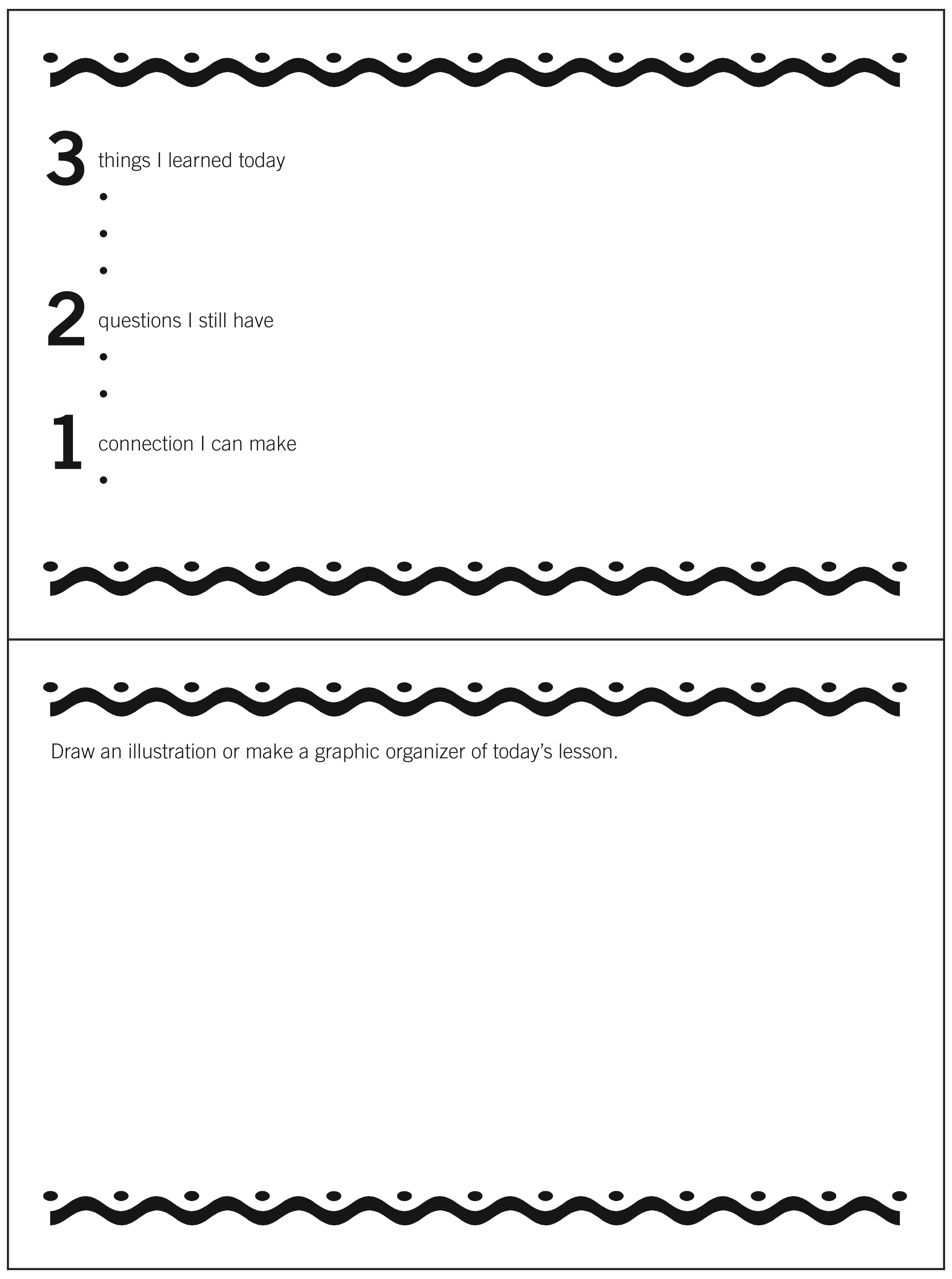
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| **Exit Card Question Samples** |  |

**A. General open-ended questions**1. Write one thing you learned today.  
2. What area gave you the most difficulty today?  
3. Something that really helped me in my learning today was ....  
4. What connection did you make today that made you say, "AHA! I get it!"  
5. Describe how you solved a problem today.  
6. Something I still don't understand is ...  
7. Write a question you'd like to ask or something you'd like to know more about.  
8. What mathematical terms do you clearly understand or have difficulty understanding?  
9. Did working with a partner make your work easier or harder. Please explain.  
10. In what ways do you see today's mathematics connected to your everyday life?

**B. Questions targeted towards content**

1.Numbers and Operations (Place Value)  
Tomorrow something is going to change in our lives. Tomorrow there will be no more zeroes. Zero will cease to exit. Will this affect you or not? Is this a good thing or a bad thing? Write your opinion.  
  
**2. Measurement**   
What rules are important to measure accurately? Write out three of the most important measuring rules you would teach someone else.  
  
**3. Geometry (Tessellations)**  
I have been given a special privilege. Tomorrow I am in charge of the world for one day. I have decided that for tomorrow everything on the planet will tessellate perfectly together. Every cloud in the sky, every blade of grass, every bird will be tessellated so it fits together perfectly. Nothing will stand out with gaps or overlaps. Tell me your opinion. Do you think everything should be tessellated or not? Please back up your opinion with a reason.  
  
**4. Data Management and Analysis**  
Of the three graphs you made, which one was the easiest for you to interpret and why?   
  
**5. Problem Solving**  
How do you solve a problem best? Do you create a plan or do you just keep trying until some idea clicks. Explain the approach you used and how it helped or didn't help you solve a problem today.  
  
**6. Algebra**  
How does the algebraic meaning of variable differ from its root word 'vary' ?  
  
**7. Ratio and Proportion**  
What does it mean for something to be out of proportion and how does that relate to mathematics?

****Higher level thinking skills can be explored through exit cards by using**** [Bloom's Taxonomy](http://www.teachers.ash.org.au/researchskills/dalton.htm) ****with hypothetical questions or real life scenarios.****



**Exit Card Samples**

